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ABSTRACT

This article presents a model developed through a project that was designed to enhance teacher education at the university level. The basic goal of the project was to enable preservice teachers to view the teaching of reading, movement education, and music as a holistic process which encompasses aspects of the school day and emphasizes the development of content understanding, teaching skills, and positive attitudes toward each subject. Affective and cognitive goals were determined. Cognitive goals were divided by subject area, and included skills and content. The curriculum of the reading methods class was based on four structures: (1) one-to-one diagnosis and teaching; (2) small group direct instruction; (3) total group instruction and integration of the disciplines; and (4) total group and individualized instruction. For the movement curriculum, teachers were taught that competent teaching in movement education required the development and mastery of cognitive, psychomotor, and affective understandings. The music curriculum involved the acquisition of music skills, analysis and observation of teaching and learning events, and peer teaching skill development and application. A sample lesson of the integration of the three subject areas is described. (RJC)

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Reading, Movement Education and Music: An Integrated Approach

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Accountability is a watchword in education today. In the elementary schools, student achievement in reading is valued highly and monitored carefully. The success of the teacher is frequently equated with student scores on state and nationally normed tests. As classroom teachers prepare their students for these tests, an ever increasing part of their school day is devoted to the development of reading skills. While meeting the external demands of the school district for learning accountability by assuring that students learn how to read, teachers also develop the human qualities of their students through experiences drawn from a broader curriculum. Such instruction demands a great deal. Teachers must not only be competent at developing reading skills but must also understand the content of many important school subjects, including movement education and music and possess competencies necessary to develop student's attitudes, understanding and skill with these school subjects.

How can teacher education programs help classroom teachers accomplish their work more effectively? One solution is found in a curriculum process which centers upon a holistic approach to teacher preparation. The process requires that teacher educators examine the attitudes, values, content understanding and teaching competencies which pre-service elementary school teachers must possess and match them to the understanding, skills and attitudes which students must attain, approaching their development in simultaneous ways. Integration as a basic premise for holistic learning has two concepts:

1. The integration of subject matter occurs in relation to student learning objectives.

2. The integration of subject matter occurs in relation to the development of teacher competencies.

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With the expanding knowledge-base for education in the cognitive, psychomotor and affective domains, it was assumed in this study that the merger of these two basic concepts would enhance the premise of holistic learning, freeing pre-service teachers from isolated subject matter concentration. The increasing demand on pre-service teachers for mastery of much subject matter and many teaching competencies was acknowledged. The demonstration of teaching competencies through clinical experiences in the schools was also recognized as essential. The description which follows is an account of the work of university professors integrating learning of three methods courses for elementary school pre-service teachers at the University of North Florida. The basic goal of the project was to enable the pre-service teachers to view the teaching of reading, movement education and music as a holistic process encompassing aspects of the school day in the elementary school, with an emphasis on developing content understanding, teaching skills and positive attitudes toward each of the three subject areas.

The pre-service teachers were asked to demonstrate their ability to help elementary school students increase their enjoyment of reading, movement education and music while improving the students' basic reading skills. The learning goals for the study included the development of the pre-service teachers' ability to:

a. establish a supportive, accepting relationship with elementary school students;

b. diagnose a student's background, strengths, and weakness; and

c. plan, teach, and evaluate each student's progress using the most appropriate reading, movement education and music teaching materials and strategies in an approach which was as completely integrated as possible.

It was anticipated that the university students would develop an understanding of the meaning of a holistic education and develop the competence to practice it in an elementary school classroom. The common goals for the study are listed as follows:

A Holistic Approach to a Child's Development by Integrating Reading, Movement Education, and Music

Common Affective Goals

1. Developing children's self-concept
2. Developing positive attitudes toward learning
3. Developing values
4. Developing self-discipline
5. Developing efficiency

Common Cognitive Goals

	SKILLS	CONTENT
Reading	1. Comprehension 2. Word Attack 3. Work Study/Read to Learn 4. Internalization	All Subjects: Art Health Mathematics Movement Music Science Social Studies Sports
Movement Education	1. Reflex Movements 2. Basic Movements 3. Perceptual-Motor Movement 4. Physical Abilities	Body Awareness Space Awareness Laterality Force Duration Tempo Eye-handcoordination Figure-ground discrimination
Music	1. Listening 2. Singing 3. Moving 4. Playing Instruments 5. Creating 6. Reading	Rhythm Melody Harmony Form Dynamics Tempo Tone Color Style

To establish a knowledge-base for each content area, reading, movement education, and music were first introduced on the university campus, recombined at an elementary school site in an integrated approach, with on-campus instruction and clinical instruction with students alternating throughout the semester.

Reading

The reading component of the study provided the pre-service teachers with: 1) a rationale for individualization and integration of the disciplines; 2) techniques for enhancing self-concept and developing intrinsic motivation; 3) techniques for helping students acquire basic skills, globally designed for conceptualization purposes as "comprehension" and "work attack", and their relationship to each other; 4) diagnosis (with emphasis on student strengths and interests); 5) planning and evaluation; 6) selection and use of appropriate materials; 7) reading readiness; 8) the various approaches used in teaching children to read; and 9) work-study skills.

The instructors recognized that a typical curriculum design leads teachers to practice fragmentation of the subjects with school students. This design was the most familiar, having experienced it as students, from kindergarten through college. To help our pre-service teachers learn to use other designs, we provided demonstration lessons which modeled four structures. We required each pre-service teacher to demonstrate their ability to use each structure in an elementary classroom with students. In this real classroom setting they examined the strengths, weaknesses, and purposes of each of the structures. The

four structures that were used are described as follows:

Structure One

One-to-One Diagnosis/Teaching: One child, identified as having reading difficulties was used to demonstrate the techniques of the 1-1 structure. The usefulness of obtaining prior information about the child was demonstrated (Preplanning). We then showed ways to capitalize upon his strengths and interests (emphasizing the positive). In this instance, children learned about raising quails. A child was asked to bring one to the demonstration, and the quail was used as a focal point. Demonstrated was the informal conference, use of the Informal Reading Inventory, diagnosis of knowledge of sight words, and the language experience approach. (Counseling, Integration of Diagnosis, and Teaching). At the conclusion, the student was presented with a gift book, That Quail, Robert. (Postplanning). The pre-service teachers were required to teach one child weekly, keeping a detailed log of their tutoring situations.

Structure Two

Small Group, Direct Instruction: We know that the most common mode of reading instruction continues to be the use of the basal reader, which provides sequential skills development with teacher instruction. Strengths and weakness of this approach were examined. This teaching structure was demonstrated, with suggestions as to how to organize, teach, and follow through with students. The pre-service teachers were required to teach two basal reader lessons, with detailed lesson plans.

Structure Three

Total Group Instruction/Integration of the Disciplines: To demonstrate this structure, a portion of Rabbit Hill, by Robert Lawson was selected because of the excellent opportunities it offers for integrating reading, movement

education and music. In the story "Georgie" performs all sorts of "rabbit movement" as he eludes a dog, then composes and sings his song in celebration. Included were listening skills, sequencing, left-to-right directionality, and chart and map reading. Following this demonstration, each pre-service teacher planned and taught an integrated, total group lesson in the classroom to which they were assigned.

Structure Four

Total Group-Individualized: The fourth structure was designed to model a way to organize and conduct an "open classroom", totally integrating the disciplines in an individualized fashion. The instructors knew that teachers are frequently exhorted to teach in this manner, but seldom are they taught how to do so. A classroom teacher at the school site co-taught with the professors using a fourth-grade science class. With science as the content base, the professors demonstrated how to structure, group, individualize, integrate the disciplines, evaluate, and operate as a "facilitator of learning." The pre-service teachers observed three of these sessions. Also the professors worked with the children more often to enable them to reach the culmination stages of the study.

Movement

Movement education was described to the pre-service teachers as a learning program in which students learn to move more efficiently and effectively and to use movement as a learning modality. The pre-service teachers were taught that to be competent in the use of movement education it is necessary to develop and master cognitive, psychomotor and affective understandings and teaching competencies.

The content understanding focused on the psychomotor taxonomy. The movement skills focused on the areas of directionality, kinesthesis, balance, rhythm, time, weight, space, flow, laterality, figure-ground discrimination, perceptual-motor skills, and time and motion factors. The affective behaviors dealt with feeling comfortable in teaching movement education and integrating it with music and reading.

The pre-service teachers learned their cognitive understanding of movement education through instructional modules. They practiced the psychomotor and management skills in a peer teaching campus laboratory setting. Following the intensive university laboratory work, they observed model lessons with children taught by the professors at the school site and practiced their own knowledge and teaching skill with children in an elementary school classroom. At the elementary school, the students taught movement lessons, diagnosed motor skills of students through testing, and set up individualized learning centers for movement.

As a part of their training for integration, the pre-service teachers observed the professors teaching school children in integrated lessons. The informality of the movement lessons allowed the students to view spontaneous teacher and children behavior. The movement lessons focused on vocabulary, comprehension, and retention and recall of words through the memory of movement.

Music

The music instruction began with the development of the pre-service teacher's abilities to understand, hear, analyze, perform and create music. The second stage involved the development of the pre-teacher's skills of observation and analysis of filmed music teaching and learning events. Included was the

development of skills in analyzing and diagnosing appropriate instructional goals, objectives, music teaching strategies and teaching materials for the events observed. This was followed by lesson planning and peer teaching skill development.

Next, newly acquired music understanding and teaching skill were applied in observation and teaching episodes at the elementary school site. First, the pre-service teachers applied their skills of observation by viewing the course instructors, music & physical education resource specialists, classroom teachers, and students in several integrated teaching-learning lessons. Some amount of analysis and discussion followed each experience. Next, the pre-service teachers were given opportunities to progressively develop their music teaching skills in conjunction with opportunities to apply knowledge gained about the integrated approach. In each instance the pre-service teachers were encouraged to receive informal and formal feedback from instructors, resource specialists, and teachers as well as collect informal and formal data on the students to whom they were assigned.

Integrating Reading, Movement Education and Music: A Sample Lesson

The following section contains a description of an integrated lesson titled "Rabbit Hill". The lesson was designed to demonstrate a total group teaching structure, integrating reading, movement education and music. All the usual vehicles for reinforcing reading activities were necessary to summarize the first portion of the story which could not be read. They included a map reading activity which introduced the characters in the Rabbit Hill environment. Children were given an opportunity to discuss events from their own background of experience. They were even encouraged to make inferences. The pre-service

teachers observed an actual teaching demonstration rather than merely hearing a lecture on the lesson procedures in a university classroom setting. The names of the characters were read from the board and map reading skills were used as Georgie's path was traced through the woods. Little Georgie's song was displayed in notation. When it appeared in the story, children were encouraged to read along while the song was sung rather than merely spoken.

To integrate the lesson, first the action words were selected from the story. As the story was reviewed, the children were asked to perform the rabbit's movements. Next, the children were asked to read the words "step" and "jump" and, by moving in their space, to show what the words meant. As the children read and performed the movements, the story was reviewed, building their comprehension. Next, Georgie had to run many times to get away from the dog. He had to execute a right jump, a left jump, a stop, a trip, and a freeze. As the words were remembered the children performed the movements. Next, the words in a list were reviewed. All the words seemed to be more meaningful to the children after the movement performance. Most of the children seemed to have excellent recall and they remembered the words and their relationship to the story. As the instructor read the list, the children thought about the words in movement terms. They remembered their actions and related them to Georgie's actions in the story.

Having heard the song earlier in the lesson, the children were ready to listen to it again and discover the feeling which the song conveyed. The happiness which Georgie felt was conveyed to the children. Within that context, the children were asked to listen to several performances of the song to discover how the music conveyed Georgie's happy feelings.

The children heard a fast, lively tempo, heard it slow and heard it performed both loud and soft. The words to the song and their rhythm served as focal points for this exploration. The use of the words illustrated on the chart, as well as the skill of reading from left to right, were emphasized. The music portion of the lesson included the children's feelingful responses to the music, their aural and motor responses, as well as learning about some musical content.

Outcomes of the Study:

Following the study, the pre-service teachers were given an opportunity to express their feeling about the integrated approach to the three courses. Their comments were quite positive in nature. The following are representative of their comments:

1. "One of the strengths I saw came from the working together of all professors and students with the school personnel. All three courses working towards a common goal gave us more time in meaningful, school-based activities. A lot of needless repetition was eliminated."

2. "This experience has shown me how to integrate various areas of study. It has given me a better understanding of the responsibilities and work of a classroom teacher."

3. "Since teaching requires integrating the disciplines, it was helpful to have experienced and been able to observe actual demonstrations. It seems to me that integration of subjects is something often preached but not practiced."

4. "This block of courses has been great in helping me learn to integrate lessons and also gave me more time out in a school to try out those things that I learned about right then and not two years from now."

While no experiment is without its problems, the authors found that this particular effort was a very worthwhile learning experience for the instructors,

pre-service teachers, principal, resource teachers, cooperating teachers, and students.

ABSTRACT

The article presents a model for enhancing teacher education at a University though the integration of three subject areas. Methods classes in reading, movement education, and music were presented to elementary school pre-service teachers as integrated learning for elementary school students. Described is a school-tested process for interrelating content-specific and affective objectives in a child-centered, individualized approach to schooling.

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